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PLANNING FOR THE EVALUATION OF SECONDARY REHABILITATION PROGRAMS IN BRITISH COLUMBIA

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Planning for the Evaluation of Secondary Rehabilitation Programs in British Columbia

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Preface

This report is an attempt to highlight procedures which will increase the evaluability component of Rehabilitation Programs.

For a comprehensive background, the historical development of these programs in British Columbia and the concurrent policy guidelines are presented. A brief literary search of effective models of educational intervention for maladjusted and disturbed youth resulted in the description of a number of program components identified as contributing to program success.

Issues related to the evaluation of programs in the area of social services are considered. Earlier surveys and reviews of Rehabilitation Programs revealed a number of weaknesses. The evaluation instruments were designed with a threefold purpose:

1. to render the programs evaluable,
2. to guide school district personnel in establishing new programs, and
3. to provide data for short and long-term process calculations.

1. Historical Background

In the early seventies, as a direct offshoot of the provincial philosophy to provide services for children in their own communities rather than in provincial catchment facilities (e.g. Brannon Lake, Willingdon), a number of educational alternatives were designed and implemented on an experimental basis to serve youths with social and emotional problems. These programs, referred to as Rehabilitation Programs or Rehabilitation Alternative Programs, were originally proposed by educators, counsellors, psychologists, social workers, child care workers, and probation officers, and expressed the common concerns of field workers in three Ministries - Education, Human Resources, and Corrections. These initial programs had a precarious existence because they often operated on short term "shoe string" budgets which came from various local, provincial, and federal sources. They often terminated abruptly when funding was terminated.

In 1974, the conference "Education for All Children" (Csapo & Poutt, 1974) identified forty two Rehabilitation Programs in the province. In the same year, a survey (Walsh, 1974), stated that 715 students aged 12 - 16 were enrolled in these programs. Half of these students were described as serious behavior problems and 48 percent were on probation. Walsh's report made reference to the unique nature of joint funding of some of these programs by two, or in a few cases, by three provincial departments.

Federal incentive grants, known as Local Initiative Programs, (LIP) were instrumental in the establishment of a great number of Rehabilitation Programs as alternatives to traditional secondary school programs. The then Minister of education, in order to give financial stability to these programs, and to prevent their proliferation outside the public school system, curtailed the use of federal funds for classroom instruction and teaching assistance (Mullen, 1973). Local school boards were encouraged to include the operation of Rehabilitation Programs in their budgets and to advise the Department of Education of their needs for such alternatives. The joint funding of these programs, by the Departments of Education and Human Resources, "for young people who were experiencing great difficulty at school or who had dropped out of school," was announced by Serial Letter No. 555-549 in 1975.

The Attorney General's Department also provided partial funding for a small number of Rehabilitation Programs for youth on probation. With the identification of funding sources and availability of approvals from the Ministry of Education, the number of Rehabilitation Programs continued to increase. A survey (Csapo & Gittins, 1979) identified 105 such programs at the Junior High and Secondary School level, providing services to 1,962 students, 0.9 percent of the total secondary enrollment. Only six school districts were without Rehabilitation Programs that year. Provincial Rehabilitation Pupil Enrollment Information, dated November 12, 1982, showed that 3,467 students were registered in these programs, an increase of about 500 percent over a period of eight years. The number of students per district ranged from 11 (#4) to 495 (#39) with an average of 53 pupils per district.

Staff information indicated that 219.6 professional teachers and 70.5 non-professional staff were involved in 63 school districts.

The development of Rehabilitation Programs in the last decade afforded an educational opportunity for youths whose behavior was no longer tolerated by, and whose individual needs were not adequately met in the mainstreamed secondary setting. These new programs met a pressing need of the school district and the community as they allowed for the removal from the classroom or from the streets, youths whose disturbing behaviors and non-compliance disrupted peer learning or upset citizens. Youths with social and academic maladjustment and a variety of minor or major mental health problems found a haven which permitted their names to remain on the school register and thus removed them from the negatively valued category of "school dropouts" and even saved some from multiple suspension or exclusion.

Presently in British Columbia, Rehabilitation Programs are the only special education provision at the secondary level for socially maladjusted and disturbed youth. Learning Assistance Centres, according to the Manual of Policies and Guidelines (1980) are not intended for children with behavior problems.

Not only are Rehabilitation Programs the only alternative but often, also, the last resort for educational intervention in the shaping of behaviors of youths who are likely to become maladjusted adults (Robins & O'Neal, 1958).

2. Policy Guidelines

The assumption of responsibility for funding approvals by the B.C. Deaprtment of Education made the formulation of paogram guidelines and parameters necessary The Integrated and Supportive Services Branch in their Special Education Programmes Guidelines 1976-1977 stated:

> "2.31 (b)
> One particular programme, Rehabilitation, is constantly in need of defining and describing in order to justify its existence. We need, therefore, to have specific details on each programme, and a summary of the total details of all programmes.
>
> 2.311 Rehabilitation Programs
> 2.3111 This is the only form of Alternate School for which there is additional funding.
> 2.3114 A screening committee, consisting of representatives from all departments concerned with the joint operation of the programme, will set out entrance requirements for students allowed to enter the programme.
> 2.3115 Specific objectives will need to be set out for each programme.
> 2.3116 A method of evaluating the achievement of these objectives will need to be set out."

The Guidelines - Special Education Programmes 1977-78 described the goals and population to be served by these programs as follows:

> "Rehabilitation Programs - Secondary
>
> (302) These programs enable young people who are experiencing great difficulty at school or who have dropped out of school to acquire basic academic and social skills. These programs should make it possible for them to re-enter the school system and proceed to further training, or employment."

Program parameters were given as:

> "(302.1) Educational and behavioral objectives must be outlined for each program and for each individual student in a program.
> (302.2) Although these programs normally cover the age range 12-18, primary emphasis will be focussed on students aged 12-16.
> (302.3) The Ministry of Human Resources' participation will usually take the form of salaries for Child Care Workers.
> (302.4) Child Care Workers should provide services of a social service nature. These workers are to be used as teacher aides in a para-educator's role."

The Manual of Policies, Procedures and Guidelines, Division of Special Education, Ministry of Education (1980) stated that the goal of a Rehabilitation Program is "...to provide a combined education and child care service for students who have dropped out of school or appear highly likely to do so. The main goal is the acquisition of basic academic skills which will permit re-entry into the school system or further training or employment."

The manual further states (300.0) that "...an individual education program will be developed with each student in conjunction with his/her parents" and (300.4) that "...the program description will clearly define entrance and exit criteria, which will be known to students and parents."

The Manual of Policies, Procedures, and Guidelines (1980) in addition, specified that (300.5) "...detailed methods for evaluating these programs must be developed at the commencement of the program and evaluation should be an ongoing process and should include subjective and objective data."

(300.7) "An easily identifiable educational component must be included in all Rehabilitation Programs. Whenever possible, attention should focus on the curriculum of the province." And further

(300.8) " Educational and behavioral objectives must be outlined for each program and for each student in the program."

The joint statement of the Ministries of the Attorney General, Education, Health and Human Resources (ISSN 0225-4158) June, 1981, re.: Coordination of Service Networks for Youth with Behavior Problems reconfirms the general philosophy of service delivery:

> "(2) When assisting a child, all possible effort will be made to assist that child within his own family unit rather than attempting to remove the child to a residential case facility.
> (9) Staff should be able to demonstrate the effectiveness of any plan or program established to help youth who are experiencing severe behavioral disorders."

A recent document, The Goals of Special Programming (B.C. Ministry of Education, Special Programs, A Manual of Policies, Procedures and Guidelines, Revision, 1982, 3.31) includes the following policy statements:

> "(3.4) To foster, for exceptional children the provision of the least restrictive and least segregating environment which results in as normal an educational experience as possible.
> (3.5) To maintain and encourage the development of high standards of curriculum for use in special programs.
> (6.2) To encourage and maintain the utilization of the core curriculum of the Ministry of Education with appropriate modification for meeting the needs of all exceptional children.
> (6.5) To ensure that qualifications of special education teachers are constantly strenghtened in accordance with recent educational

developments.

(6.7) To ensure that inservice education be constantly available to teachers of exceptional children so that they may keep abrest of new knowledge and techniques in their very sensitive field.

(7.0) To encourage the provision of an active program of preparation and support to all teachers so that as many exceptional students as possible may remain in regular classes or return to regular classes from special programs."

Section 8 of The Manual of Policies, Procedures and Guidelines (1980) clearly states that "Evaluation overlaps considerably with concepts of accountability, research, and assessment; and may be concerned with such variables as techniques and procedures, cost effectiveness, characteristics of those responsible for the program or characteristics of those served by the program. Program evaluation...refers to investigation of the effectiveness of a program in doing what it was intended to do." (8.2)

The Ministry of Education's Special Programmes Division with its clearly stated policies has set the scene for a responsible and accountable service for maladjusted adolescents at the Secondary level. (In 1980 approvals also became available at the elementary level for Rehabilitation Programs).

3. Review of Factors Related to Effective Models

A review of current literature reveals a relative paucity of information dealing specifically with secondary school programs for children with severe behavior disorders, probably due to their relative novelty.

Program reports are often limited to detailed program descriptions (Dembinsky, Rossi, Valenti, & Chambers, 1981), the necessary first step of articulating program characteristics.

One would suspect that factors related to success in urban schools, such as strong leadership which created a climate of positive expectations, reduced child-adult ratios, goal specificity, high levels of parental involvement, and structured learning environments (diagnostic-perscriptive teaching) (Clark, Lotto, & McCarthy, 1980) would also apply to rehabilitation programs. Gold (1978) emphasized personal characteristics of teachers in the alternative schools, while Timpane, in the Carnegie Council on Policy Studies in Higher Education (1979) explained the favourable impact of the typically small size of these schools.

Some reports (Ahlstrom & Havighurst, 1971; Hackler, 1966) provide evidence that disruptive youth do better with an academic rather than vocational intervention. Romig (1978) in his review of effective programs, concluded that vocational training, fieldtrips, and work programs did not reduce delinquency, group and individual counselling did not result in significant behavior changes, and "skills in the woods" as he referred to recreational outward bound programs, did not transfer to the home environment.

School programs for disruptive youth have reported substantial improvements relative to the baseline in selected salient variables: attendance (Phillips, Phillips, Fixen, & Wolf, 1973; Safer, Heaton & Parker, 1981), reading and arithmetic (Redless & Dinitz, 1972), grades (Walizer, Erickson, Bournazos, and Sounad, 1975), decreased delinquecy (Csapo & Agg, 1973; Lawrence, 1979) and decline of discipline problems (Bathke, 1974; Edelman, Beck, & Smith, 1975).

Filipczak and Wodarski (1982) identified the major components of the Preparation through Responsive Educational Programs (PREP) for disruptive and alienated youth:

1. Academic training, mostly with self-instructional materials
2. Social skills training, a cognitively oriented group skills class for school credit
3. Parenting skills training using individualized behavioral management, strategies, and contracts
4. A contingency management emphasis, and
5. Teacher training (P. 195-196)

The short-term improvement in school, home, and community behavior was documented as well as academic gains. The PREP program operated with a contingency management system for students based on academic achievement and social behavior and incentives for parents and teachers.

Romig (1978) listed the following variables which he regarded as necessary for the success of effective correctional educational programs:

1. understanding teachers
2. individualized diagnosis
3. specific learning goal
4. individualized program

5. basic academic skills
6. multi-sensory teaching
7. high-interest materials
8. sequential material
9. rewarding attention and persistence
10. differential reinforcement of the learning performance (p. 37)

Furthermore, he insisted that effective programs provided follow-up, problem solving and systematic job selection skill training, communication skills, daily living and survival skills, educational advancement and study skills that result in a diploma or certificate that supports career goals, and career skills such as career decision making and career advancement.

According to Romig (1978), a number of components are necessary for a successful delinquency prevention program. In this case an effective program should:

1. attract the youth's attention
2. use staff who have empathy
3. diagnose objectively
4. set behavioral goals
5. teach new behaviors using effective teaching materials

Guetzloe and Cline (1981) pointed to the planning and implementation of an appropriate system of behavior management as the single most critical factor contributing to the success of a program for students with behavioral disorders in the regular secondary school.

Some educational intervention techniques, such as the behavior analysis systematic intervention model, with its built-in evaluation procedures, make evaluation a standard component of the intervention program. Useful data

for the day-to-day operation of the program relate directly to treatment and the achievement of objectives and supply the most readily available information for decision making and overall evaluation.

During the 1970's, behavioral therapy not only became the best documented psychosocial educational intervention approach but its effectiveness in educating children with severe behavior disorders was also demonstrated in a variety of school settings (O'Leary & O'Leary, 1977; Shea, 1978; Swanson & Reinert, 1979).

Reinforced modeling (Bandura, 1973) was reported as a successful teaching technique with students who rejected authority, succumbed to peer pressure, failed to complete tasks, expressed assertion with anger, and were unable to accept criticism (Cullinan, 1978).

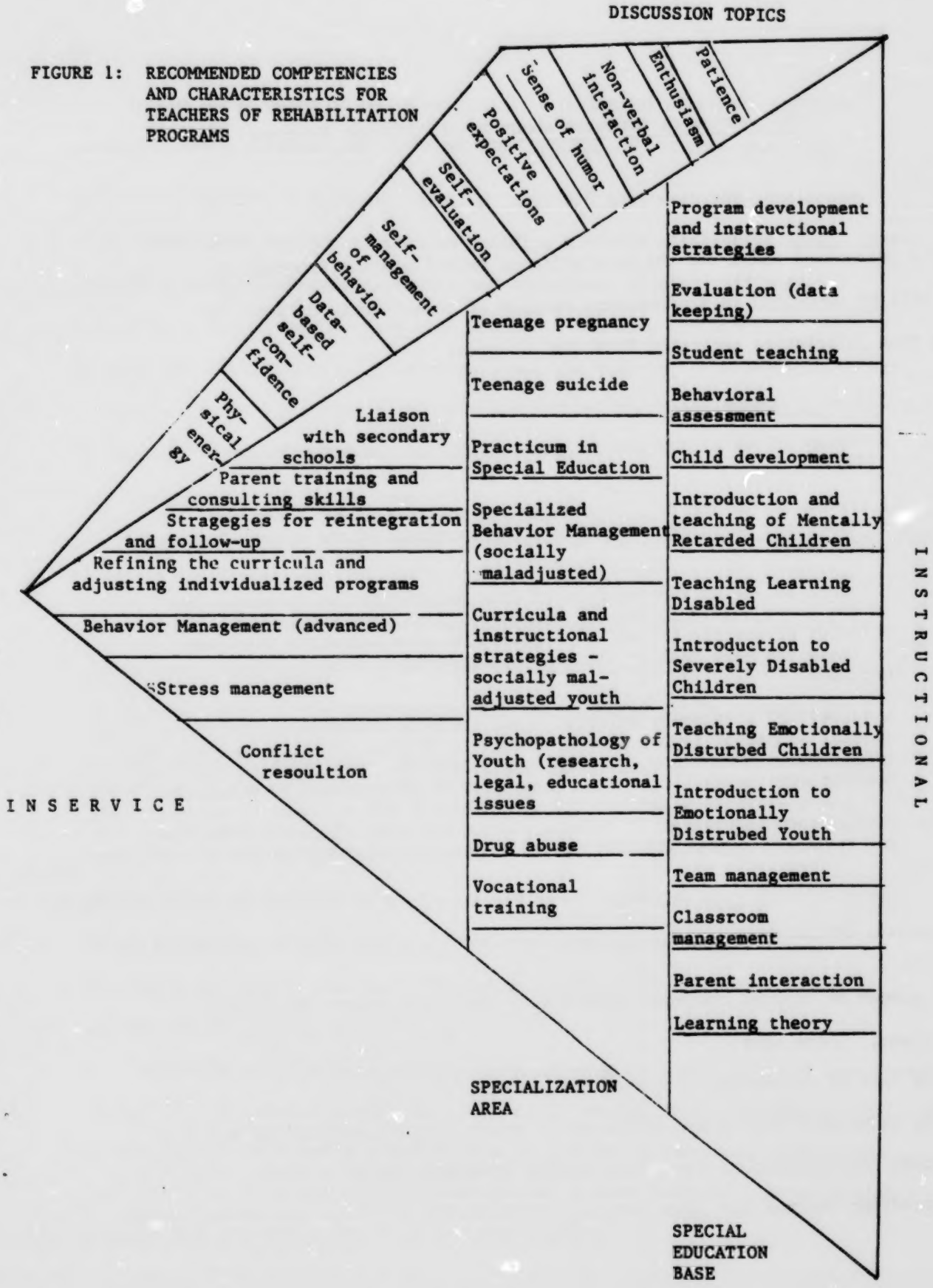
Several behaviorist treatment models such as CASE (Cohen et al., 1970) and Achievement Place (Phillips, 1968) highlight the importance of academic success which receives socially sanctioned reinforcement for youth in our culture. The promotion of academic success through individualized diagnostic-perscriptive programming for each student requires specialized training for teachers.

Neal and Rutherford (1982) argue that for socially maladjusted children, social curriculum should be elevated to a priority level with academic instruction. Students, in general, find themselves in a Rehabilitation Program not only because they lag behind in academic achievement but because of their personal and interpersonal behavior. Maladjustment may range from social withdrawal, depression, aggression, non-compliance, or coercion. The lack of social skills results in a limited repetoire and students are unable to

exhibit the preferred alternative skills required for successful social interaction in the school community without special education (Neal & Rutherford, 1982). All social skills are learned, but specialized instruction designed to teach socially adaptive skills may be needed. For example, a growing body of literature provides examples of behavioral technology which can be applied to significant problems: how to make friends, solve conflicts, analyze interpersonal problems, express feelings appropriately, reduce hostility without fighting or running away, change tactics in different social situations, and others. Nonetheless, the articulation and implementation of social curriculum requires special training.

The need for specific teacher competencies has been emhpasized. The following scheme highlights the major competencies necessary for teachers and staff (Fig. 1).

FIGURE 1: RECOMMENDED COMPETENCIES AND CHARACTERISTICS FOR TEACHERS OF REHABILITATION PROGRAMS



4. Review of Concerns about Rehabilitation Programs

The conceptual model for the evaluation of Rehabilitation Program, which will be described in a subsequent section of this report, derives its origin from information generated from six sources:

i. General concerns

ii. A survey of Rehabilitation Programs in British Columbia (Csapo & Gittins, 1979);

iii. A recent evaluation of a Rehabilitation Program (Csapo & Stevens, 1982) in the Lower Mainland, initiated at the request of the school district's administration;

iv. A recent survey of the teachers of four Rehabilitation Programs, one in the Lower Mainland, one on Vancouver Island, and two in the interior of British Columbia. A series of questionnaires were sent to these teachers dealing with various aspects of Rehabilitation Programs.

v. A survey of 12 randomly selected supervisors or coordinators of special education from school districts in British Columbia in 1982. These administrators completed a 39 item questionnaire dealing with Rehabilitation Programs from an administrative standpoint.

vi. Meetings with personnel in Rehabilitation Programs, district personnel, and review of evaluation reports of Rehabilitation Programs.

i. General Concerns

A number of general concerns arose during the early stages of program development. These were:

a. The lack of conceptualization of the programs.

The underlying philosophy of the early Rehabilitation Programs showed a historical relationship to the street academy movement (Baines & Young, 1971), the storefront centres for urban drop-out youth in the 1960's in the United States.

In the early years of their existence, a number of alternate programs generally had a clearer idea of "what they opposed rather than what they preferred" (Brendro & Mitchell, 1981, p. 127) and they were more concerned with "doing their own thing" than in building a viable alternative (Deal, 1978). Without a solid conceptual framework and consistent strategy, if and when successful, these programs have been unable to identify the specific reasons for their success. So much so, that the Ministry of Education, Manual (1980) had to warn programs that their eligibility for funding required 50 percent of academic content.

b. Segregated off-site classes

While mainstreaming was being introduced as the accepted procedure for educating exceptional children, the usual direction in establishing programs for socially maladjusted youth in British Columbia followed the pattern of programs in the United States and developed self-contained classes or programs with no, or at best, very little interaction with mainstreamed students (Guetzloe & Cline, 1981). The tendency was to develop off-site programs which offered the advantage of removing the disorderly child from the school scene and can be described as "informal exclusion" (Donahue and Nichtern, 1968). It was reported that off-site classes had more difficulty with re-integration than on-site classes. Off-site administrators generally encounter resistance when they attempt to return their students to regular classes (Safer, 1982).

Reported rates of reintegration from off-site programs in the United States ranged from 10 percent (Burchill, 1962) to 37 percent (Parker & Masuda, 1971), while Safer, Heaton, and Parker reported that 80 percent of seriously disruptive 8th grade students were reintegrated from an on-site setting. It would also appear that off-site facilities are more costly.

The British Columbia survey (Csapo & Gittins, 1979) indicated that 68 percent of the Rehabilitation Programs were located off-site and the combined total of reintegration from off-site and on-site classes was 21 percent.

c. Lack of close liaison with the "mother" secondary school

The placement of these alternative Rehabilitation Programs under the jurisdiction of a district secondary school has not only strenghtened their chances for survival and continuity, but also offered an excellent opportunity for mainstreaming, for acquainting and involving teachers of the "mother" school with alternate methods of teaching and for sharing resources and facilities. The report of Rehabilitation Programs (Walsh, 1974) noted that "articulation with the regular school systems appears to be at a minimum. The link between the schools and these programs was anything but an umbilical cord - no nourishment flowed down it." Other surveys (Csapo & Gittins, 1979; Csapo & Stevens, 1982) confirmed the lack of involvement, the lack of recognition and utilization of this opportunity for close liaison in many instances. Even in an on-site situation special education might be isolated in a secondary school where teachers identify with their own department. Cooperation of staff members is often the result of careful planning.

d. Lack of systematic evaluation of program effectiveness and lack of program components which make evaluation possible

Because Rehabilitation Programs are the only form of educational intervention at the secondary level for maladjusted and disturbed adolescents within school districts in British Columbia, attention to the quality and appropriateness of this area of education is mandatory. In most cases this service is the last educational attempt to intervene with social maladjustment which may

well be the precursor to social and personal problems in adulthood (Robins & O'Neal, 1958).

While some programs grew out of their infancy and developed a conceptual model, established standards, conducted self-examination, and relied on ongoing scrutiny of their practices, based on literature and current research, some are still waiting for more energetic prodding either from the Ministry or the school district's administration to develop and implement an effective program. If we accept the premise that professionals are responsible for "...what they fail to do as well as what they actually do" (Polier, 1982, p. 80) then in some instances neglect in the monitoring of these programs, in selecting trained personnel, and lack of leadership in evaluating program effectiveness borders on professional abuse. In the same vein, teachers who subject children to ineffective programs and exercise almost unchecked discretion of how effectively they teach, could be considered mistreating their pupils.

The lack of clearly stated goals, unclear conceptualization of the program, inconsistent application of educational strategies remove these programs some distance from readiness for evaluation. The first stage of evaluation of poorly articulated programs is often the determination of their preparedness for evaluability.

ii. Survey of Rehabilitation Programs - 1979

The survey (Csapo & Gittins, 1979) found that there was a general agreement on program goals. Teachers of Rehabilitation Programs specified five main goals:

- academic upgrading
- transition to employment
- social skill training
- re-entry to regular school
- improvement of self-concept

The following problems and needs emerged:

a. The above goals were only partially achieved. In many cases program effectiveness was not monitored in all areas or not monitored at all.

b. Problems arose from the lack of understanding of program goals by "mother" secondary schools to which the Rehabilitation Programs were attached administratively. For lack of clearly articulated district policy on referral procedure or criteria for admission there was a tendency to use the program as a "dumping ground." Furthermore, teachers felt isolated from the rest of the staff and off-site location, while initially preferred by all parties involved, did not facilitate re-integration procedures. School policy for re-integration procedures was also lacking.

c. There was a general lack of professional competencies to deal with student needs. Teachers indicated the need for teacher and staff preparation and in-service training. Most teachers felt that the lack of teaching socially, emotionally and behaviorally maladjusted students who are unacceptable to the conventional secondary program requires specific skills and specialized training. Adequate and well trained staff are an absolute necessity (Ramsey & Longstreet, 1977) and teachers,

staff, and administrators involved need ongoing training in solving problems related to teaching and managing these adolescents.

d. A need was established for additional Rehabilitation Programs. Teachers estimat that the province needed approximately 187 Rehabilitation Programs to adequately serve children on waiting lists in 1979.

e. In addition to training, there was a demonstrated need for support from the "mother" secondary school, district staff, and for consultation from the Ministries of Human Resources, Education, and Mental Health, as well as input from the universities and the Attorney General's Department.

f. A need for communication with fellow teachers in Rehabilitation Programs in the form of a newsletter or yearly conferences was indicated.

g. Financial and staffing needs required attention.

h. High student turnover and drop out rate (20 percent) interferred with program delivery and raised doubts of program suitability for certain students.

i. In addition, some programs designers overemphasized non-academic (e.g. recreational) training to such an extent that it interferred with the acquisition of academic goals.

A number of recommendations were developed to meet these problems and needs:

a. Yearly evaluation of Rehabilitation Programs to observe short term and long term effectiveness. Program alterations should be based on the data obtained.

b. Improved communication between Rehabilitation Programs and the "mother"

school and the school district. Specification of entry, exit, readmission criteria and policy of referral and reintegration. Greater awareness of the staff of the "mother" school that these students belong to the school and their involvement is needed for rehabilitation and re-integration.

c. When selecting staff, competencies in the area of diagnosis and remediation of basic academic and social skills, learning assistance, vocational training and social-emotional adjustment are needed. If these competencies do not form part of the professional repertoire of the personnel hired for the task, then continuous in-service and training should be provided with the cooperation of district resources, consultants from the ministries, and universities.

d. Expansion of services to youth on the waiting list.

e. The formation of support teams from district personnel, ministries, and universities.

f. Funds from the ministries involved for workshops and conferences for teachers in Rehabilitation Programs.

g. Budgetary review of financial needs of programs at the district level.

h. More effective intervention with student problems at earlier grades; built-in cogoing program evaluation geared to the specific needs of the student; parent training and mobilization of the district and regional resources to cater to individual learning and adjustment problems, and improvement of teaching and management skills to deal with the problems of the maladjusted adolescent.

i. Greater awareness of the policies of the Ministry of Education with reference to Rehabilitation Programs at the district, school, and program level.

iii. Evaluation of a Rehabilitation Program, 1982

The recent evaluation of a Rehabilitation Program (Csapo & Stevens, 1982) called attention to the following deficiencies:

a. Lack of built-in evaluation components, such as specification of goals and objectives;

b. Failure to articulate specific entrance and exit criteria for the Rehabilitation Program;

c. Referral, assessment, and placement procedures for the program were inconsistent with the school district's policies and procedures, and did not comply with Ministrial guidelines;

d. Academic and social objectives for each student were not being developed or any systematic or formal basis;

e. No existing policy procedures for the reintegration of students into the regular secondary school program;

f. Failure to utilize counselling services and other district resources;

g. Inefficient utilization of community resources;

h. The Rehabilitation Program and the regular secondary school program were poorly interfaced. Regular secondary school teachers, by and large, were completely unfamiliar with the Rehabilitation Program.

The evaluation report made the following recommendations:

a. That formal procedures for the evaluation of student progress be implemented and components be built into the program to allow for yearly evaluation of program effectiveness;

b. Goals and objectives be specified in accordance with the Ministry of Education guidelines. Written academic and social objectives be developed for every student, and student progress towards these objectives be systematically monitored;

c. That public written criteria for entrance and exit be developed;

d. That referral, assessment, and placement procedures follow the written policy statements contained in the school district's Special Services Handbook;

e. That students, as a general rule, not be placed in the Rehabilitation Program until all reasonable alternatives at the secondary school have been attempted and their effectiveness documented;

f. That the "mother" school formulate procedures for reintegration and monitoring partial or total integration of the students in liaison with the Rehabilitation Program personnel;

g. That access to counselling services be provided for students in the Rehabilitation Program;

h. Active involvement, where appropriate, of existing community resources in support of the students;

i. Closer liaison and communication between Rehabilitation Programs and the "mother" secondary school, based on the understanding that the Rehabilitation Program students belong to the school and consequently the staff shares the responsibility for successful rehabilitation and re-integration;

j. That further evaluation be conducted to ensure that the implementation of the above recommendations improves services to students.

iv. The 1982 survey of Rehabilitation Programs revealed concerns to the the previous ones:

a. Very limited or no program evaluation;

b. Limited, poor quality, or no in-service for teachers and support staff preparation or assistance with problems arising from day-to-day experience;

c. Referral and/or assessment procedures not clearly articulated and inconsistent with school district and Ministrial policy. Teachers indicated that their their programs "...were treated differently" from all other special education programs in their district in this respect.

Coordinators of Special Education expressed similar concerns, and indicated the need for improved support services for Rehabilitation Programs: more classroom aides, an extension of school psychologist time, and increased participation by the Ministry of Human Resources.

5. Program Evaluation

i. Purpose and procedures

Program evaluation is a key method for the improvement of programs and services (Cook, Del Rosario, Hennigan, Mark, & Trochim, 1978; Glass, 1976, Guttentag & Saar, 1977; Stromsdorfer & Farkas, 1980). Furthermore, it ensures more efficient use of funds and promotes greater accountability to consumers and to the public. School boards and district personnel who entrust such a responsible and complex task to teachers and personnel from the Ministry of Human Resources need to know whether these programs as presently carried out reach their objectives, provide the best assistance to youths with problems, or whether other alternatives are needed to achieve this goal. According to Weiss (1975) program evaluation

> "...examines the effects of policies and programs on their targets (individuals, groups, institutions, communities) in terms of the goals they are designed to achieve. By objective and systematic methods, evaluation research assesses the extend to which goals are realized and looks at the factors associated with successful and unsuccessful outcomes" (p. 13).

Program evaluation is the process of regular collection of quantitative and qualitative data on the characteristics of the students, staff, program activities, and changes in the academic and social behavior of youths, (McSweeney, Fremouw & Hawkins, 1982) and costs. It provides information concerning program efforts, effectiveness, efficiency, and adequacy to teachers and staff, administrators, and the community, and thus helps them to make decisions about the program by identifying areas where further improvement of services are needed (Suchman, 1967).

Hutchinson (1982) identified the following four purposes for program evaluation:

- To demonstrate the effectiveness of the program and convince funders of its viability,
- To improve the program by looking at data on the relative effectiveness,
- To generate knowledge which will allow others to replicate successful approaches or apply a new approach to a different problem, and
- To become accountable to clients and the community.

Four questions, raised by Hawkins, Fremouw, & Reitz (1982) are answered by program evaluation: Who are the consumers? How does the program serve them? How well does the program serve them? and Under what circumstances in the natural environment does the program achieve these effects?

Some reports of Rehabilitation Programs answer the first two questions by describing student characteristics before, during, and after their participation in the program and the preceived main characteristics of the program. But the major issues - how well does the program meet its original objectives, and the needs of its consumers, often remain unanswered. Perhaps, as it has beeen pointed out earlier, some programs are still struggling to establish a conceptual framework and procedures of program delivery and have not reached the stage where they can clearly identify their main intervention strategies. One may argue, quite convincingly, that these variables should have been worked out in detail during the proposal stage , and prior to the approval of the program.

In order to evaluate an intervention program adequately, the following

items must be specified: (1) behaviors to be changed with pre-intervention baselines; (2) attributes of change agents; (3) conceptualization of treatment interventions; (4) criteria used for evaluation of treatment efficiency; (5) mechanism for monitoring the quality of treatment (6) reliable methods of measuring change, and (7) sufficient follow-up (Wodarski & Filipczak, 1982).

To conduct an analysis of the process by which a program operates and an analysis of client and community satisfaction Romig (1978) recommends the following procedures:

Make tentative assessments about program efficiency and effectiveness through the following types of analysis:

a. assess the clarity of program goals and objectives;
b. determine which objectives are presently being measured and what objectives need to be measured to assess program effectiveness;
c. determine whether there are services being provided to meet each objective;
d. determine whether the characteristics of the client population are aligned with characteristics of the target population (as specified in the program objectives);
e. determine whether case management procedures are being systematically and objectively followed;
f. assess the degree to which clients perceive the effectiveness of the program as indicated by overall satisfaction, improvement of problems, and improvement of ability to cope with problems;
g. assess the degree to which police, schools, and other social service agencies perceive the effectiveness of the program

as evidenced by the ability of the program to fill a service gap in the community and to get along well with the community;

h. identify other side-effects and indirect benefits of the program that are not specific objectives of the program (p. 45).

ii. Program design

When programs are well conceptualized and developed with clearly defined goals and consistent strategies of educational intervention, the process of evaluation is easy. It is far more difficult trying to implement "ideal" reasearch procedures for "messy" programs which occur in sociopolitical contexts (Rutman, 1980). As Weiss (1973) stated:

> "The sins of the program are often visited on evaluation...when programs are disorganized, beset with disruptions, ineffectively designed, or poorly managed, the evaluation falls heir to the problems of the setting" (p. 54).

According to Cohen and McSweeney (1982), there are three major elements of an evaluation design: the students exposed to the program, the students not exposed to the program, and the measurements and observations of the behavior which corresponds to the objectives of the program for both groups.

The most scientifically valid evaluation design are prospective designs. The participants are randomly assigned to treatment and non-treatment groups on the basis of chance alone. Randomized prospective designs offer the most precise answers to questions related to the effectiveness of an intervention program. The before and after comparison permits to measure changes in the subjects. In order to ascertain that these changes would have occurred even without the program, a comparison group not exposed to the program serves as controls.

The common contention that in human services, including education, such ideal situations are very rare, for various ethical and political reasons, is not fully supported by the bibliography compiled by Boruch, McSweeney, & Soderstrom (1978), who found a number of randomized evaluation designs in programs for youth. The non-treatment condition was usually another alternative treatment condition (Jesness, 1975).

In a school situation the evaluator usually finds him/herself in a less than ideal situation where often, the outcome variables are to be measured after the program has been completed. The retrospective design used in such situations inevitably is contaminated by selection biases, selective recall, systematic biases due to attrition and mortality; hence the results are only suggestive.

However, some quasi-experimental designs allow for reasonably valid evaluation where randomization would be difficult to justify: non-equivalent control group designs (Hawkins, Fremuw, Fabry, & Trout, 1979), time series design (King, Pritchard, McSweeney, Bootzin & Daugirdos, 1978), multiple baseline design (Baer, Wolf, & Risley, 1968), correlational designs and multivariate techniques (Cooley & Lohnes, 1976) and causal models (Kenny, 1979). Hackler (1978), Suchman (1970), and Rowe (1981) take the position that process evaluation strategy is equally valid and better suited for on-going program evaluation than a quasi-experimental design. Process evaluation is concerned with assessing the effectiveness and efficiency of the program

> "...in terms of identifying the process of operation / determining the adequacy of the process operation relative to the theoretical or conceptual expectations for the program, and assessing all possible attitudinal and behavioral effects of the program or clients, community and staff" (Rowe, 1981, p. 47).

Process evaluation research established the adequacy of the program's ability to maximize effects on students and to minimize interfering problems. While it does not result in the demonstration of causal linkage, it provides documentation of interrelationships of program services and staff activities and their effects on the students. The outcome of the process evaluation provides information for program improvement and modification.

The first stage of the evaluation process is to determine if evaluation is feasible by assessing the adequacy of the program's information system to collect data relevant for the assessment of program effectiveness and efficiency. Sanderson (1979) describes the preliminary steps to evaluation:

- The political and environmental context of evaluation must be made explicit.
- Goals and objectives of the program need to be clarified and research objectives established.
- Sources of information, methods of collecting information are to be identified and specified.
- Effects of the process of evaluation on the operation of the program, its duration have to be presented and research resources to be guaranteed.

Hawkins, Fremouw, & Reitz (1982) presented a model for use in designing or describing evaluation of mental health as educational intervention programs similar to the model used by Csapo (1975) and Csapo and Stevens (1982). The following program variables were considered:

a. Program Conception
b. Real Program
c. The Consumer
d. The Natural Environment

a. Program Conception

The origins of the program are established. The first step is to obtain proposal documents, statements of purpose, description of the conceptual model on which it is based, date and circumstances of the acceptance of the proposal, its mandate and goals, and possible revisions. One might find it interesting to discover, for example, how many Rehabilitation Programs were established in school districts without even a mention in the board minutes of their acceptance, their goal, or their purpose. In the absence of these documents, questioning administrative personnel may yield results.

The second step is to observe the relationship between the goals or mandate and the theoretical framework.

Third, the specific objectives and plans for operation of the program, and the correspondence between the goals and the plan of operation are established.

Should the objectives be expressed in broad, non-operational terms, the exercise of asking teachers and administrators to identify the specific observable behaviors which fit with each objective will lead to operational definitions. Guidelines, operations, manuals, or procedures usually describe strategies for the operation of the program. A list of the necessary major program characteristics which would accurately represent the model and which are critical to the program's success or failure (the matching between students' needs and special skills of the staff, operational criteria for selection of staff, training and supervision of staff) is then prepared.

b. The Real Program

The hallmarks of the program are identified and data are collected which support these activities. Examples might be the number of individual objectives written per student per month, the number of positive statements per day, the number of contract objectives reached per student per month. Physical setting, staff utilization patterns, scheduling, materials, interaction between students and staff are examined next.

c. The Students

The basic purpose of any educational program is to change the behavioral repertoire and performance of learners. The task of the evaluation is to determine the degree to which such change has taken place. In order to do this, pre-program behavioral characteristics have to be compared with in-program and/or after program characteristics.

Who are the students in the program? Do their characteristics correspond to the criteria of referral as stated in the mandate? Data such as the rate of suspensions, legal offences, reasons for referral, scores on tests and rating scales, specific data resulting from observation before entry into the program, disruptive behaviors at home, number of delinquencies, and other direct behavioral measurements are collected. It is difficult to imagine programs for maladjusted youths whose teachers and staff would not conduct repeated short-term outcome evaluations for feedback purposes on the effectiveness of their teaching. Systematic instruction

models would use built-in daily ongoing measurement to indicate teaching effectiveness. If a control group is available in an alternate program or if students on the waiting list for admissions to the Rehabilitation Program could provide comparison of relevant data, this will strenghten, or perhaps destroy, the confidence that the changes were due to program interventions.

If improvement in the academic, social skills, and vocational measures are correlated with compliance data, such as attendance and cooperation, this provides additional evidence that the program is causing the change.

Criterion performance at exit from the program, when compared to entry characteristics, forms a basis for evaluating the total effect of the program, and post-program behavioral characteristics may be the most valuable outcome data when long-term outcomes are involved, especially with problem adolescents whose good in-program results will not necessarily mean good long-term follow-up results (Davidson & Wolfred, 1977).

d. The Natural Environment

The pre-, in- and post-program environments supply important information. The home, community, work, or school environments should be assessed to evaluate the program's direct effect. Parent training (Patterson, 1975; James, 1980, Kroth & Scholl, 1975), and teacher training are significant variables in changing the natural environment to support improvement of student behavior. Involvement of community agencies, involvement of the regular secondary "mother" school in the process of reintegration and mainstreaming, utilization of school district resources to achieve objectives set for each student also

need to be examined. Modifying the natural environment of emotionally disturbed children at home (Patterson, 1975; Kroth & Scholl 1978) has been advocated as an integral part of the rehabilitation program of behaviorally disturbed adolescents. Rutherford and McGlothlin (1981) list a number of barriers which make the task of working with parents of disturbed youths especially difficult. Among these are parent burnout as the result of years of unsuccessful emotional and financial investment, difficulty in adjusting parenting style, personal problems, feelings of defensiveness, lack of organized parent advocacy groups for parents of maladjusted youth and hostility towards the school. Some teacher variables that contribute to ineffective school-home interaction include burnout, lack of control of the contingencies necessary to influence student behavior, hostility towards the parents, lack of role definition for parent participation, lack of time for parent training and consultation.

6. The Evaluation Instrument

An evaluation instrument was developed, based on the concerns expressed, with the threefold purpose of increasing the evaluability components of existing programs, providing a guide for school personnel involved in planning a new Rehabilitation Program and supplying school personnel with an instrument for short-term and long-term evaluation of programs.

This evaluation instrument consists of three parts. The first part is an inventory which contains the fundamental questions to be raised and answered by the teachers and staff, and by school district administrators.

The evaluation instrument itself has been structured in accordance with the process of contingency analysis (Sulzer-Azaroff & Mayer, 1977), an activity originating within the field of behavioral psychology. Contingency analysis explains all behavior in terms of antecedents (the events or conditions that preceed a response), behaviors (observable events occurring in the presence of antecedents) and consequences (the conditions that result from, and are seen to support behaviors).

In the case of the establishment and maintenance of a program by a school district a number of distinct behaviors occur. For example, when a school district considers establishing a Rehabilitation Program, certain antecedents have typically occurred. There may have been complaints from regular secondary school teachers and principals with regard to the conduct of a number of students, reports of disruption of the regular secondary school program, and repeated acts of delinquent behavior in the community. Once the program is established, certain other behaviors occur which result in the hiring and training of staff, attendance of students, and allocation of resources. As a consequence, still other changes can be observed: teachers and principals are pleased (or displeased) with the program, students improve (or do not improve) their

performance when reintegrated into the regular secondary school program, the community supports (or does not support) the program. Since all of these events (antecedents, behaviors, and consequences) can be defined, observed, and measured, a contingency analysis-based evaluation takes the form of posing a variety of questions to teachers, staff, and administrators. Possible sources of information for each question have been identified and the responses supply the data for decision making.

The second part consists of two instruments, the pre-placement inventory for students and the inventory for students currently enrolled in the program. Both of these inventories were derived from the "Evaluation Instrument for Teachers and Staffs of Rehabilitation Programs." The pre-placement inventory was designed to ensure that school district and ministry policy were followed when placing a student in the program. This inventory will assist school district personnel in determining the suitablility of placement as well as identifying resources needed for the student. The inventory for students currently attending the program was designed to ensure that optimum student progress is being made and the needs of the students are being met. Its use will assist school district personnel to determine both the strength and weakness of student performance.

Part three presents a number of questionnaires which are directed towards the constituencies involved in the operation of Rehabilitation Programs:

- Students currently attending
- Former Students
- the Parents of Former Students
- the Teacher
- Teachers in the Regular Secondary School Program

- Administrators in the School District
- Parents of Students currently enrolled

The answers to these questionnaires provide the evaluator with additional data regarding the effectiveness and social validation of the program.

These instruments have face validity, but the user should ensure, whenever possible, that the data obtained are relaible by building in a system of reliability checks.

i. Inventory I

A. Evaluation Instrument for Teachers and Staffs of Rehabilitation Programs

ANTECEDENTS

Student exhibits maladaptive behaviors of such a nature that s/he is considered a possible candidate for placement in a Rehabilitation Program.

QUESTIONS TO ASK	SOURCES OF INFORMATION
What is the extent or frequency of the behaviors causing problems in school; what is the baseline of the behavior?	Counsellors, Parents, Probation Officers, Teachers in the Regular Secondary School Program
What strategies have been attempted in the regular classroom to reduce the problem behaviors? Are they documented?	Teachers in the Regular Secondary School Program
What alternatives are available in the regular school to help remediate the behavior problems?	Principal, Vice Principal, Teachers in the Regular Secondary School Program, Teacher of the Rehabilitation Program
Are there procedures established for referring students to the Rehabilitation Program?	Counsellors, Coordinators of Special Education, Teachers in the Regular Secondary School Program
Are the parents and the student willing to consider placement in a Rehabilitation Program?	Parents, Student
Is transportation necessary? Is transportation likely to cause problems?	Bus Driver, Coordinator of Special Education, Parents, Student, Teachers in the Regular Secondary School Program
Have student needs been clearly identified? Have goals been set? Has an individualized education plan been formulated?	Coordinator of Special Education, Parents, School Psychologist, Teachers in the Regular Secondary School Program, Teacher of the Rehabilitation Program
Does the I.E.P. show that parents and the student have been involved in establishing academic, social, and vocational goals and objectives?	Parents, Student, Teachers in the Regular Secondary School Program, Teacher of the Rehabilitation Program

QUESTIONS TO ASK	SOURCES OF INFORMATION
Are there needs which the school cannot fulfill? What agencies in the community can be involved? To what extent?	Parents, student, Teachers in the Regular Secondary School Program, Teacher of the Rehabilitation Program
Has the student visited the Rehabilitation Program and been fully appraised of the specific expectations and schedule?	Student
Is a program data base available for in - post program comparison?	Teacher of the Rehabilitation Program
Have the teachers identified positive contingencies for controlling behaviors?	Teachers in the Regular Secondary School Program, Teacher of the Rehabilitation Program

BEHAVIOR

Student attends the Rehabilitation Program

QUESTIONS TO ASK	SOURCES OF INFORMATION
Is the program causing change in the student? Is it meeting the IEP goals and objectives?	Parents, Peers, Probation Officers, Student, Teachers in the Regular Secondary School Program, Teacher of the Rehabilitation Program
What components in the program are causing/are not causing the student to change? What activities are correlated with/are not correlated with successful outcomes?	Teacher of the Rehabilitation Program
Is the rate of progress adequate to meet the long term goals that have been established for the student?	Teacher of the Rehabilitation Program
Is the program seen as worthwhile by members of the student's community?	Parents, Probation Officers, Members of the Community, Student
What is being done to transform the natural environment while the student attends the Rehabilitation Program?	Counsellors, Behavior Specialists, Parents, Teachers in the Regular Secondary School Program, Teacher of the Rehabilitation Program
What is being done to prepare the student and the receiving school for partial or complete re-integration?	Principal, Teachers in the Regular Secondary School Program, Teacher of the Rehabilitation Program

CONSEQUENCES

Student ceases to attend the Rehabilitation Program; gains entrance to various alternatives.

QUESTIONS TO ASK	SOURCES OF INFORMATION
Why is the student no longer attending the program?	Parents, Student, Teacher of the Rehabilitatic Program
Is there an exit criterion? Has the student attained it? Has attainment of the exit criterion enabled the student to reintegrate into the regular program, gain competitive employment, or continue his/her education elsewhere?	Coordinator of Special Education, Teacher of the Rehabilitation Program, Student, Parents
If the student is less than 15 years of age, what alternatives exist?	Coordinator of Special Education, Parents, Representatives of the Ministry of Human Resources, Teacher of the Rehabilitation Program,
Are follow up data being collected for this student	Teacher of the Rehabilitation Program, Coordinator of Special Education

ANTECEDENTS

Complaints of delinquency, social maladjustment, behavior problems, disruptions of the secondary school program, multiple suspensions, etc.

QUESTIONS TO ASK	SOURCES OF INFORMATION
Has the school district attempted alternative solutions to the problems within its schools?	District Superintendent, Principals of the Secondary Schools
What are the behavior problems? Does a baseline on the various behavior problems exist? How effective were the various interventions attempted at the regular secondary schools?	Principals of the Secondary Schools; Teachers in the Regular Secondary School Program
Is there reason to believe that a Rehabilitation Program will help students with behavior and social disorders?	District Evaluation Reports of Rehabilitation Programs, Ministry of Education, University Departments of Special Education
What is the conceptual model underlying the proposed Rehabilitation Program ?	Coordinator of Special Education, Ministry of Education, University Departments of Special Education
What are the staff requirements for a successful Rehabilitation Program?	Coordinator of Special Education, Ministry of Education, University Departments of Special Education
Who will train the teachers and staff?	Coordinator of Special Education
What is the mandate of such a program? What are its goals? What are the specific teacher and staff competencies required to to carry out the program?	Coordinator of Special Education, District Superintendent, University Departments of Special Education
What are the entry and exit criteria? What are the referral and assessment procedures? Are these procedures consistent with the School District's and Ministry of Education's policies? What provisions have been made for the re-integration of students?	Coordinator of Special Education, Secondary School Principals, School Psychologists, Counsellors, Teachers in the Regular Secondary School Program, Teacher of the Rehabilitation Program

QUESTIONS TO ASK	SOURCES OF INFORMATION
Who will monitor the progress of students in the program? Who will evaluate the program?	Coordinator of Special Education, Teachers in the Regular Secondary School Program, Teacher of the Rehabilitation Program? Secondary School Principals
What will the program cost the school district (over and above the Ministry of Education's approval)?	Coordinator of Special Education, Coordinators of Special Education in school districts having similar Rehabilitatio Programs?
What are the distinct advantages and disadvantages of an on-site vs. an off-site program with regards to re-integration, cost, transportation, etc.?	Coordinator of Special Education, Secondary School Principals
What school district services are available to assist preprogramming, consultation, parent training, etc.? What are the procedures for re-integration and liaison with the "mother" school or other district facilities?	Coordinator of Special Education, Counsellors, School Psychologists, Secondary School Principals, Teachers in the Regular Secondary School Program, Teacher of the Rehabilitation Program

BEHAVIOR

Rehabilitation Program is initiated

QUESTIONS TO ASK	SOURCES OF INFORMATION
Are students being referred into the program who are so greatly disordered that they cannot benefit? (E.g. suicidal, depressed, dangerous to other people, etc.)	School Psychologists, Counsellors, Coordinator of Special Education, Program Consultant
What is the procedure to ensure that the program meets its intended objectives?	Coordinator of Special Education, Teacher of the Rehabilitation Program
How is the program integrated with other programs in the school district? Is the relationship between the Rehabilitation Program and the secondary schools articulated?	Secondary School Principals, Teachers in the Regular Secondary School Program, Teacher of the Rehabilitation Program
Are consumers satisfied with the program?	Parents, Students, Teachers in the Regular Secondary School Program, Members of the Community
Has the establishment of the Rehabilitation Program improved relations between the school district and the community?	Parents, Members of the Community
Is evaluation built into the program?	Coordinator of Special Education, Teacher of the Rehabilitation Program
Is the Rehabilitation Program the best alternative to deal with disruptive and maladjusted youth in the school district? What alternatives are available? Has the Rehabilitation Program's conceptual model for teaching had an influence on the home school?	Coordinator of Special Education, Secondary School Principals, Teacher of the Rehabilitation Program, University Departments of Special Education

CONSEQUENCES

Less/more disruption in secondary schools; less/more disruption in the community.

QUESTIONS TO ASK	SOURCES OF INFORMATION
Has the program relieved pressure at the secondary schools?	Secondary School Principals
Has the program benefitted its clients?	Probation Officers, Parents, Students Teachers in the Regular Secondary School Program, Teacher of the Rehabilitation Program
How much change has taken place?	Coordinator of Special Education, Secondary School Principals, Teacher of the Rehabilitation Program
How many students have participated in the program, and for what length of time?	Coordinator of Special Education, Teacher of the Rehabilitation Program
Are there unnecessary barriers to the re-integration or partial mainstreaming of Rehabilitation Program students? What are they? Can they be removed?	Coordinator of Special Education, Secondary School Principals, Teachers in the Regular Secondary School Program
Is there a follow-up component to the program? Will long-term results be monitored?	Coordinator of Special Education, Teacher of the Rehabilitation Program

ii. Inventory II

A. Pre-Placement Inventory for Students Referred to Rehabilitation Programs

INSTRUCTIONS TO USERS

The pre-placement inventory is designed to ensure that school district and Ministrial policies are followed when placing students into Rehabilitation Programs. Its use will also assist school district personnel in determining the viability of Rehabilitation Program placement, as well as identifying needed resources for students with exceptional needs.

One representative from the school district (preferably the teacher of the Rehabilitation Program, a school counsellor, or the Coordinator of Special Education) should complete the form. Most, if not all, of the responses to the questions contained in the form should be "Yes." If a substantial number of the responses are "No,' school district personnel should either take the action necessary to correct the situation, or should reconsider the student's placement.

Once a representative from the school district has been selected to complete the inventory, s/he can contact the appropriate persons to obtain the information needed. Sources of information include the following persons:

- the prospective Rehabilitation Program student
- the student's parents
- Teachers in the Regular Secondary School Program
- the Teacher of the Rehabilitation Program
- School Counsellors
- School Psychologists
- the Coordinator of Special Education
- Bus Drivers
- Probation Officers in the Community

The questions in the inventory are derived from the "Evaluation Instrument For Teachers and Staffs of Rehabilitation Programs." Please consult the Evaluation Instrument for a description of persons to contact for information should any questions arise.

Copies of the completed inventory should be sent to appropriate school district personnel prior to the student's placement in the program so that strengths and weaknesses of the placement can be considered.

_____

(Name of the student for whom the inventory is being completed)

	YES	NO
1. Has the extent or frequency of the problem behaviors been determined (has a baseline been established)?	—	—
2. Have documented attempts been made in the regular classroom to eliminate or reduce the problem behavior?	—	—
3. Have alternatives to Rehabilitation Program placement with the aim of keeping the student in the regular secondary school program been explored?	—	—
4. Have the normal procedures for referring students to the Rehabilitation Program been followed? Are these procedures consistent with school district and Ministry of Education policy?	—	—
5. Are the parents and the student willing to consider placement in the Rehabilitation Program?	—	—
6. Have the transportation needs of the student been considered? Can these needs be met without unreasonable difficulty?	—	—
7. Have the educational needs of the student been clearly identified? Have goals been established? Has an Individualized Education Plan been formulated?	—	—
8. Does the IEP show that parents, and the student have been involved in establishing academic, social, and vocational goals and objectives ?	—	—
9. Have needs which the school district cannot fulfill been considered? If they exist, have community agencies been identified which can meet these needs? Have representatives of these agencies been contacted?	—	—

	YES	NO
10. Has the student visited the program site? Has the student been fully appraised of the specific expectations and the Rehabilitation Program's schedule?	—	—
11. Have arrangements been made so that data on the student's performance while in the program can be collected?	—	—
12. Have arrangements been made so that data on the student's performance after attending the program can be collected?	—	—
13. Have the Teachers in the Regular Secondary School Program and/or the Teacher of the Rehabilitation Program identified contingencies for controlling the behavior of the student?	—	—

INSTRUCTIONS TO USERS

The inventory for students currently attending Rehabilitation Program classes is designed to ensure that optimum student progress is being made, and that the needs of Rehabilitation Program students are being met. Its use will assist school district personnel in determining the strenghts and weaknesses of the student's current performance in the program.

One representative from the school district (preferably the Teacher of the Rehabilitation Program or the Coordinator of Special Education) should complete the form. Most, if not all, of the responses to the questions contained in the form should be "Yes." If a substantial number of the responses are "No," school district personnel should either take the action necessary to correct the situation, or should reconsider the student't placement.

Once a representative from the school district has been selected to complete the inventory, he/she can contact the appropriate persons to obtain the information needed to answer the inventory's questions. Sources of information include the following persons:

- Peers of the Studenent attending the Rehabilitation Program (i.e. classmates also attending the Rehabilitation Program)
- Teachers in the Regular Secondary School Program
- the Teacher of the Rehabilitation Program
- the Parents of the Rehabilitation Program Student
- the Rehabilitation Program Student
- Probation Officers in the Community
- the Principal of the Secondary School
- School Counsellors and Psychologists
- Behavior Specialists
- Representatives of the Ministry of Human Resources
- Coordinator of Special Education

The questions in the inventory are derived from the "Evaluation Instrument For Teachers and Staffs of Rehabilitation Programs." Please consult the Evaluation Instrument for a description of persons to contact for information should any questions arise.

Copies of the completed inventory should be sent to appropriate school district personnel when it is completed so that the provision of services to the student can be monitored and improved if necessary.

_____

(Name of the student for whom the inventory is being completed)

	YES	NO
1. Are the goals and objectives of the IEP being met (i.e. is the program causing the desired change in the student's behavior)?	—	—
2. Have the components of the program which are causing student change been identified?	—	—
3. Have the components of the program which are not causing student change been identified?	—	—
4. Is the rate of progress adequate to meet the long term goals established for the student	—	—
5. Is the program seen as worthwhile by the student and his/her peers?		
6. While the student attends the Rehabilitation Program, are attempts being made to transform the natural environment (i.e. regular school, home) so that the student can be re-integrated?	—	—
7. Are the student and the receiving school being prepared for partial or complete re-integration?	—	—

iii. Questionnaires

A. Students Currently Attending a Rehabilitation Program

Sex: M ____ F ____
Grade: _____

1. What level of education do you hope to achieve?

_____ I'm going to quit as soon as possible
_____ I'll finish grade 10
_____ I'll finish grade 12
_____ I'll take vocational training
_____ I'll finish university and professional training

2. How would you feel if you had to quit?
_____ I would do anything to stay in school
_____ I would try to enroll in some other kind of course
_____ I wouldn't be too happy
_____ I would be very happy

3. How important is it to your parents that you graduate from secondary school?
_____ very important
_____ quite important
_____ they don't care one way or the other
_____ very unimportant

4. How difficult is it for you to understand your school work?
I find it...
_____ very easy
_____ easy
_____ some things are easy and some are hard
_____ hard
_____ very hard

5. How much do you like school?
_____ very much
_____ it's pretty good
_____ it's alright
_____ not much
_____ not at all

6. How much do you like school compared to other students?
_____ I like it much more
_____ I like it a bit more than most
_____ I like it about the same as most
_____ I like it less than most
_____ I like it much less than most

7. How have your feelings changed about school?
   _____ I like it much more than when I started
   _____ I like it more now
   _____ My feelings haven't changed
   _____ I like it less now
   _____ I like it much less now

8. What kind of problems did you have in elementary school?
   _____ teachers
   _____ principals
   _____ school work
   _____ friends, peers
   _____ family
   Other:

9. If you had to start school all over where would you go?
   _____ to the same school
   _____ to a different school

   If the same, why? _____
   If a different one, which one and why? _____
   _____

10. What kind of vocation are you hoping to get into?
   _____ Professional
   _____ Trade
   _____ Unskilled labour
   _____ Want to work as little as possible
   Other:

11. Would you like to continue your education after you complete this class?
   Yes ___ No ___

12. How many elementary schools did you attend?

13. How many different schools did you attend beyond grade seven?

14. At the Rehabilitation Program class, how do you feel about your...

   (a) Teachers
   ____ I like them very much
   ____ I like some
   ____ They are O.K.
   ____ I don't like them very much
   ____ I'm very disappointed

   (b) Peers (fellow students)
   ____ I like them very much
   ____ I like some
   ____ They are O.K.
   ____ I don't like them very much
   ____ I'm very disappointed

(c) Classes

____ I like them very much
____ I like some
____ They are O.K.
____ I don't like them very much
____ I'm very disappointed

(d) Counsellors

____ I like them very much
____ I like some
____ They are O.K.
____ I don't like them very much
____ I'm very disappointed

(e) School activities

____ I like them very much
____ I like some
____ They are O.K.
____ I don't like them very much
____ I'm very disappointed

15. Altogether how would you rate the Rehabilitation Program class?

_____ really good
_____ good
_____ average
_____ poor
_____ really bad

16. Do you feel that your education is:

Yes	No	
___	___	a. helping you get a job later?
___	___	b. preparing you for the job you want to do?
___	___	c. preparing you for further education?
___	___	d. helping you learn how to work with and get along with other people?
___	___	e. preparing you for handling economic problems in everyday life?
___	___	f. It's a complete waste of time.

17. Have you ever been in a remdial or special class? Yes ___ No ___

18. Can you suggest any changes in the class, the courses and curriculum you would like to see?

B. Student Attitude Questionnaire

1 = Agree strongly
2 = Agree
3 = Uncertain
4 = Disagree
5 = Disagree strongly

	Please circle one answer only				
1. I generally look forward to coming to school each day.	1	2	3	4	5
2. The teachers here are really good.	1	2	3	4	5
3. I am wasting my time at this school.	1	2	3	4	5
4. My subjects are exactly what I want to take.	1	2	3	4	5
5. What I am learning will be useful later on.	1	2	3	4	5
6. I feel that my teachers know me fairly well.	1	2	3	4	5
7. The teaching techniques used at this school are excellent.	1	2	3	4	5
8. I enjoy my extra-curricular activities more than my school work.	1	2	3	4	5
9. This school is really helping me to be what I want to be.	1	2	3	4	5
10. When I need help I can get it in this class.	1	2	3	4	5
11. I am treated with respect by other students in this class.	1	2	3	4	5
12. I am treated with respect by teachers in this class.	1	2	3	4	5
13. What I am learning is useful to me.	1	2	3	4	5

C. Parents of Students Currently Attending a Rehabilitation Program

Dear Parents,

In order to improve the effectiveness of the class your child is currently attending, we need your help. Would you assist us by completing this brief questionnaire? Thank you.

Sincerely,

1. How long has your child been attending the Rehabilitation Program?

_____

2. Have you noticed any changes in your child's behavior since s/he began attending the class? Has behavior at home improved or become worse?

_____

_____

_____

_____

3. At the present time, what is your child's biggest problem as far as school is concerned?

_____

_____

_____

4. What services would you like to see the school district provide to your child that s/he is not presently receiving? _____

_____

_____

_____

5. How can the Rehabilition Program your child attends improve its performance?

_____

_____

_____

D. Follow-up Questionnaire: Secondary Schools

PARTICIPANTS: Secondary School Principals, Counsellors, Teachers in the Regular Secondary School Program

INSTRUCTIONS: This questionnaire has been designed to provide follow up infomation on former Rehabilitation Porgram students who have been re-integrated into the regular secondary school program. To maximize its efficiency, it is recommended that the questionnaired be circulated to the school district personnel listed above at six month intervals following the termination of the student's placement in the Rehabilitation Program.

_____ is a former Rehabilitation
(Name of former Rehabilitation Program Student)

Program student who is currently attending _____
(Name of secondary school)

Your assistance is requested to help in determining this student's progress in the regular secondary school program. Please answer the following questions and return this form to

_____
(Name of person conducting the follow up survey)

as soon as possible. Your cooperation in this matter is greatly appreciated.

1. In my estimation, this student's academic performance at the present time is:

_____Unsatisfactory _____Average _____Above Average

2. This student _____does _____does not appear to be in need of special services at the present time.

COMMENTS REGARDING SPECIAL SERVICES NEEDED, IF ANY_____

_____

_____

3. In my opinion, the behavior of this student at school

_____ Is much more disruptive than that of most students; s/he is a behavior problem

_____ Is just about the same as that of most students; s/he is average in this respect

_____ Is much better than that of most students; s/he is well behaved at school

PLEASE COMMENT ON ANY PARTICULAR BEHAVIOR PROBLEMS YOU HAVE OBSERVED_____

_____

_____

4. In my opinion

_____this student is unpopular and is disliked by most other students

_____this student is as popular as most other students; some student like him/her; some do not

_____this student is popular and is well liked by most other students

PLEASE COMMENT ON THIS STUDENT'S SOCIAL SKILLS, OR ANY PROBLEMS REGARDING SOCIALIZATION THAT YOU HAVE OBSERVED

_____

_____

_____

_____

5. PLEASE COMMENT REGARDING THIS STUDENT'S ACADEMIC AND SOCIAL PROGRESS

_____

_____

_____

_____

E. Follow-up Questionnaire: Employers

Dear _____,
(Name of current or former employer)

In order to evaluate the effectiveness of some of the secondary school programs in our school district, we are contacting the employers of some of our former secondary school students. Our records indicate that you currently employ, or formerly employed _____.
(Name of student)

Would you help us by filling out this questionnaire? It will take only a moment, and will greatly assist us in improving the educational services we offer to our students. When you have completed this form, please send it to:

Your cooperation in this matter is greatly appreciated.

Sincerely,

1. Do you still employ this person ? _____Yes _____No

2. If the answer to number 1 is yes, what is this job description or job title?

_____

_____

3. If you no longer employ this person, why was employment terminated?

_____Not Applicable; this person is still an employee

_____ quit

_____ laid off

_____ employment was terminated due to unsatisfactory job performance

_____ Other (please explain) _____

_____

4. If this person is still in your employ, please comment about his/her performance as an employee

_____

_____

_____

F. Follow-up Questionnaire: Parents of Former Students

PARTICIPANTS: PARENT(S) OF STUDENTS FORMERLY ENROLLED IN REHABILITATION PROGRAMS

Dear _____,
(Name of Parent(s) or Guardian(s)

Your child, a former participant in our school district's Rehabilitation Program, is now attending a regular secondary school. In order to assist your child in school, we are requesting your cooperation in completing this questionnaire, which has been designed to collect follow up information on former Rehabilitation Program students.

Please complete the questionnaire and return it to:

Your cooperation in this matter is greatly appreciated.

Sincerely,

1. How many of your children have participated in the Rehabilitation Program? _____

2. If you have had more than one child enrolled in the Rehabilitation Program, please answer the following questions with regard to each of them:

   (a) Did your child complete his/her course of studies in the Rehabilitation Program ? _____

   If no, the reason was that he/she
   ____ transferred to another school
   ____ transferred to the regular Secondary Program
   ____ obtained employment
   ____ returned home
   ____ other (specify)

   (b) Do you think that your child's program of study at Rehabilitation Program was useful and worthwhile to him/her? Yes __ No__

   Please give reasons for your answer _____
   _____

   (c) Did the Rehabilitation Program help prepare your child for permanent employment? Yes ___ No ___

   (d) Did the Rehabilitation Program help prepare your child for further schooling? Yes ___ No ___

   If yes, which school? _____

4. In terms of reputation, the Rehabilitation Program compares to other secondary school classes in the school district as being:

   ____ better
   ____ worse
   ____ tha same as

5. What type of education do you think is necessary for a student to prepare for permanent employment? _____
   _____
   _____
   _____

6. What improvements could you suggest for the Rehabilitation Program?

_____
_____
_____

7. Do you have any further comments about the Rehabilitation Program?

_____
_____
_____

8. What were your reasons for sending your child to the Rehabilitation Program?

_____
_____
_____
_____

9. Please comment on your child's academic progress in the regular secondary school since he/she has left the Rehabilitation Program:

_____
_____
_____

10 Please comment on your child's social behaviors since he/she has left the Rehabilitation Program:

_____
_____
_____

11. How has your child been behaving at home since he/she left the Rehabilitation Program? Has his/her behavior at home changed since he/she left the Rehabilitation Program?

_____
_____
_____
_____

Male _____ Graduated _____
Female _____ Dropped Out _____

1. Are you presently employed? Yes ____ No ____
   Part time _____ Full time ____

2. What is your present occupation? _____

3. What category of salary is applicable?

   _____ under $100 per month
   _____ $100 - 499 per month
   _____ $500 - 899 per month
   _____ $900 - 1,299 per month
   _____ $1,300 - 1,999 per month
   _____ $2,000 - and over per month

4. Do you belong to a union? Yes ____ No ____

5. What kind of union benefits do you receive?

   _____

6. Are you satisfied with your present job?

   _____ very satisfied
   _____ satisfied
   _____ unsatisfied
   _____ very unsatisfied

7. Do you think you are capable of handling a better paying jo?
   Yes ____ No ____

8. Would you be satisfied to do this work for the rest of your life?
   Yes ____ No ____

9. How important is earning money to you?

   _____ I don't care at all what I make.
   _____ It doesn't matter too much.
   _____ I want to make enough to live comfortably.
   _____ I want to make more than the average person.
   _____ I want to make as much as I possibly can.

10. If you could live without working, would you? Yes ____ No ____

11. Did you . . . (check one)
    _____ get a job after leaving school
    _____ go on a holiday, then get a job
    _____ get married and then go to work
    _____ get further education before getting a job
    _____ go back to school but haven't got a job yet
    _____ go to work but then decided to return to school
    Other:

12. If you have never been employed full time, was it because:
    _____ you were continuing your education
    _____ you didn't want any more than part-time work
    _____ you couldn't get any more than part-time work
    _____ you never seriously tried to get any work
    Other:

13. How many jobs have you held since leaving the Rehabilitation Program

Work	From	To	Type of Work	Employer	Full Time or Part Time
1975					
1976					
1977					
1978					
1979					
1980					
1981					

14. Have you had any further training or apprenticeship since leaving the Rehabilitation Program? Yes ____ No ____

Place of training or apprenticeship	Duration	Course or Trade Studied	Certificate or Diploma obtained

15. What is the average length of time that you have been employed since leaving school?

16. If you have been out of work, why? (check one)
    _____ fired
    _____ laid off
    _____ shut out/or business closed down
    _____ didn't like the work so I quit
    _____ didn't like the people I worked with/for so I quit
    _____ wasn't making enough money, so I quit
    Other:

17. How do you go about finding a job? (check one)
    _____ newspapers
    _____ Manpower
    _____ through friends, relatives, or business acquaintances
    _____ ads posted on bulletin boards
    Other:

18. Are you successful in finding a job?
    _____ always
    _____ most of the time
    _____ usually
    _____ rarely
    _____ never

19. How did you find your present job?
    _____ newspapers
    _____ Manpower
    _____ through friends, relatives, or business acquaintances
    _____ ads posted on bulletin boards
    Other:

20. How important have you found the following factors in getting a job?
    1 - very important
    2 - important
    3 - not very important
    4 - irrelevent

level of education	1	2	3	4
experience	1	2	3	4
degree of skill	1	2	3	4
attitude	1	2	3	4
personality	1	2	3	4
connections	1	2	3	4

Other:

21. Do you think you could get further ahead at your present job or get a better job if you had more education? Yes ___ No ___ Maybe ____

22. Do you ever plan to go back to school for more training or education? Yes ____ No ____ Maybe ____

23. What kind of training or education do you think would do you the most good?

24. What is the highest grade level that you have successfully completed?

Grade 8 ____
9 ____
10 ____
11 ____
12 ____
Other:

25. If you left school before completing the Rehabilitation Program, why?

_____ found a job I liked
_____ low grades
_____ couldn't afford to stay in school
_____ got married
_____ had a child
_____ didn't like my teachers
_____ didn't like the courses offered
_____ didn't like the school work
_____ got in trouble with the law
_____ was bored
Other:

26. How many elementary schools did you attend? _____

27. How many different schools did you attend beyond grade seven? _____

28. At the Rehabilitation Program class, how did you feel about your

	I liked them very much	I liked some	They were OK	I didn't like very much	Was very disappointed
teachers					
peers					
classes					
counsellors					
school activities					

29. Altogether how would your rate the Alternate School as a school?

_____ really good
_____ good
_____ average
_____ poor
_____ really bad

30. Do you feel that your education has:

Yes	No	
____	____	helped you get a job?
____	____	prepared you adequately for the job you're doing?
____	____	helped you learn how to work with or get along with other people better?
____	____	prepared you for handling economic problems in everyday life?
____	____	been interesting but is generally irrelevant to what you're doing now?
____	____	been a complete waste of time?

Other:

31. To what extent have you used the skills you acquired at school on the job?

_____ use them all the time
_____ a good deal
_____ to a limited extent
_____ not at all

32. How useful have you found your education to be in helping you get a job?

_____ very useful
_____ useful
_____ not very useful
_____ useless

33. How useful have you found the courses you took in the:

regular program very useful ____ useful ___ useless ___
Alternate school very useful ____ useful ___ useless ___

34. In what ways could your education have been improved to be more useful to you now?

35. What additions to the curriculum could you suggest that might improve the program?

36. Are you married ____, single ____, or living common law ____?

Are you living at home? Yes ___ No ___.
Are you living on your own? Yes ___ No ___.

37. Do you have any children? Yes ___ No ___
How many? _____

38. How do you feel about your life at the present time?
_____ very happy and optimistic
_____ satisfied and reasonably content
_____ moderately happy
_____ slightly depressed
_____ dissatified and unhappy

39. What does your future look like to you?
_____ extremely bright and promising
_____ quite bright and positive
_____ looks pretty good
_____ doesn't look to good
_____ looks unpromising and depressing

40. As you were going through school were there very many difficulties or upsets at home?
_____ a lot
_____ about average
_____ not very many at all

41. Were you ever in trouble with the law? Yes ___ No ___
If yes, what kind of trouble?

42. Do you exercise your right to vote at federal, provincial or municipal elections? Yes ___ No ___ Sometimes ___

43. Do you drive? Yes ___ No ___

44. Do you own your own car? Yes ___ No ___

45. Do you deal with a bank? Yes ___ No ___

46. What kind of account do you have?
_____ true savings
_____ savings/chequing
_____ chequing

47. Have you ever borrowed money? Yes ___ No ___
From what source have you borrowed money?
_____ Bank
_____ Finance Co.
_____ Parents
_____ Other:

48. Would you buy a T.V. set not knowing where it came from?
Yes ___ No ___

49. Have you ever been pressured into buying items that you didn't really need or couldn't afford? Yes ___ No ___

50. Would you leave your present job for one that actually paid less but had more opportunity for advancement and eventually a higher income? Yes ___ No ___

51. Does your present job have opportunities for advancement or promotions? Yes ___ No ___

52. Has anyone where you work been promoted ahead of you when you felt the promotion should have been given to you? Yes ___ No ___
If yes, why were they chosen and not you?

53. Do you smoke?
_____ heavily
_____ moderately
_____ occasionally
_____ never

54. Do you drink?
_____ heavily
_____ moderately
_____ occasionally
_____ never

55. Have you ever used drugs? Yes ___ No ___
_____ pot
_____ hash
_____ speed
_____ L.S.D.
_____ heroin
Other:

56. Have you ever been in a remedial or special class before going to the Rehabilitation Program? Yes ___ No ___

57. When leaving the Rehabilitation Program, did you return to the regular secondary program? Yes ___ No ___

58. If yes, for how long?

59. Did you graduate? Yes ___ No ___

60. What were the three most useful things your learned at the Rehabilitation Program?

61. If you had not had the opportunity to go to the Rehabilitation Program, what would you have done?

62. Why did you leave the Rehabilitation Program?

63. Do you rate the Rehabilitation Program
_____ useful
_____ very useful
_____ moderately useful
_____ useless

64. Do you keep in touch with the teachers and/or your friends in the Rehabilitation Program?

65. If it were up to you to change the Rehabilitation Program, what would you change about it?

66. What did you dislike the most about the Rehabilitation Program?

67. What did you like most about the Rehabilitation Program?

68. What did you dislike the most about the regular school?

69. What did you like the most about the regular school?

70. If you could alter things, what would you change about the regular school?

H. Administrative Questionnaire I

Please fill in the appropriate spaces to indicate your responses.

1. Are rehabilitation programs offered in your school district?

_____Yes _____No

2. Please indicate the type of rehabilitation programs your school district offers:

_____ rehabilitation programs are available to primary school-aged students

_____rehabilitation programs are available to secondary school-aged students

3. How many rehabilitation classes are offered in your school district

_____One _____ Two _____Three

_____more than three

4. At present, how many students are enrolled in your school district's rehabilitation class(es)?

_____students

5. To the best of your knowledge, when did your school district first begin offering rehabilitation classes?

_____(year)

6. What were the circumstances that led to your district's offering a rehabilitation program? (Please attach additional pages if the space provided is inadequate.)

_____

_____

_____

_____

_____

7. Is the rationale that led to the rehabilitation program's development still valid today? Please explain why.

_____

_____

_____

_____

8. Do written documents exist which describe entrance and exit requirements for your school district's rehabilitation program?

_____Yes _____No

9. If the answer to number 8 is yes, please describe these documents (school district handbook, administrative bulletin, Ministrial policy statement, etc.)

_____

_____

_____

10. Please describe the entrence and exit requirements of your school district's rehabilitation program.

ENTRENCE REQUIREMENTS _____

_____

_____

_____

EXIT REQUIREMENTS _____

_____

_____

_____

11. Please check the statements which best descirbe the location of your school district's rehabilitation program(s).

The program(s) is/are located:

_____in a completely separate facility which is not part of a public school

_____in a school which serves only special education students

_____in a school which serves both special education students and non-exceptional children, and is located in an area which separates it from the rest of the school (i.e. a bungalow, temporary building, separate wing, basement, etc.)

_____in a school which serves both special education students and non-exceptional children, and is located in an area which is not separated from the rest of the school

_____Other location (please describe) _____

_____

_____

12. In any given school year, approximately _____percent of the students in the rehabilitation program are males, and approximately _____percent are females.

13. Please fill in the blanks below to indicate the percentage of students for each age category who are enrolled in your school district's rehabilitation program at the present time.

Percentage of Students	Age
_____	11 years old (or younger)
_____	12 years old
_____	13 years old
_____	14 years old
_____	15 years old
_____	16 years old
_____	17 years old
_____	18 years old (or older)

14. Does your school district's rehabilitation class include subjects that could be described as vocational training?

_____Yes _____No

15. If the answer to 14 is yes, please describe these subjects in the space provided below.

_____

_____

_____

16. Does your school district's rehabilitation class include subjects that could be described as academic?

_____Yes _____No

17. If the answer to 16 is yes, please describe these subjects in the space provided below.

_____

_____

_____

18. In a typical school day, the students enrolled in your school district's rehabilitation class spend approximately _____percent of their time studying academic subjects and approximately _____percent of their time studying non-academic subjects.

19. Does your school district require that every student receiving special services h an Individual Education Plan?

_____Yes _____No

20. Does each student in your school district's rehabilitation program have an Individual Education Plan?

_____Yes _____No

21. If the answer to 20 was yes, when is each student's Individual Education Plan completed?

_____Before the student begins attending the rehabilitation program

_____After the student begins attending the rehabilitation program

22. If Individual Education Plans are completed for the students attending your school district's rehabilitation program, who typically attends the meeting(s) at which the plans are prepared?

_____Not applicable; I.E.P.'s are not prepared for students in the rehab. progr

_____Parent(s)

_____myself

_____A school district psychologist

_____another school district administrator (Principal, Vice-Principal, etc.)

_____the student's current/former teacher(s)

_____a representative of the Ministry of Human Resources

_____A program coordinator or consultant

_____Other (please specify)_____

_____

_____

23. Please fill in the appropriate areas below to indicate the support services provided to your district's rehabilitation program

SUPPORT PERSONNEL	AVERAGE NUMBER OF HOURS OF SERVICES THIS PERSON PROVIDES YOUR REHABILITATION PROGRAM PER MONTH
School Nurse	_____
School Psychologist	_____
School Counselor	_____
Program Consultant, Specialist, or Coordinator	_____
Classroom Aide (Child Care Worker, etc.)	_____
Ministry of Human Resources Caseworker (or other M.H.R. personnel)	_____
Other (please specify below)	_____
_____	
_____	_____

In the space provided below, please describe any educational support services you believe should be available to students/professionals involved in your school district's rehabilitation program, but is not currently provided.

_____

_____

_____

24. How long does a typical student remain in your school district's rehabilitation program? _____

_____

25. What usually happens to students once they leave the program? Where do they go? _____

_____

_____

_____

_____

26. While enrolled in your school district's rehabilitation program, do students attend the classes of other teachers?

_____No, students enrolled in the rehabilitation program do not attend the classes of other teachers.

_____Students in the rehabilitation program occasionally attend some other teacher class.

_____Students in the rehabilitation program attend other teacher's classes on a regular basis.

27. If students enrolled in the rehabilitation class ever attend the classes of other teachers, please describe how often this practice occurs, what classes the students typically attend, and any other information you think might be useful regarding this practice. _____

_____

_____

_____

28. Approximately what percentage of the students in your school district's rehabilitation program return to their regular school when they cease attending the rehabilitation class?

_____Percent

29. Approximatley what percentage of the students in your school district's rehabilitation program return to some other school in your school district when they cease attending the rehabilitation class?

_____Percent

30. Approximately what percentage of the students in your school district's rehabilitation program begin attending a public school outside of your school district within two weeks after they cease attending the rehabilitation class?

_____Percent

31. Approximately what percentage of the students in your school district's rehabilitation program do not re-enroll in a public scho, but instead begin working within two weeks after they cease attending the rehabilitation class?

_____Percent

32. Approximately what percentage of the students who enroll in your school district's rehabilitation program graduate from secondary school (or obtain the equivalent certificate of graduation) before their 19th birthday?

_____Percent

33. Do the same school district policies, procedures, guidelines, rules, etc. that apply to other special education classes in your school district apply to the rehabilitation program?

_____Yes _____No

34. If the answer to 33 is No, in what way is the rehabilitation program different?

_____

_____

_____

_____

35. Is your school district's rehabilitation program formally evaluated on a regular basis?

_____Yes _____No

36. When was the last time your school district's rehabilitation program was evaluated?

_____ (approximate date)

37. Are special education programs in your school district formally evaluated on a regular basis?

_____Yes _____No

38. In the space provided, please describe the evaluation of special education programs in your school district.

_____

_____

_____

_____

_____

_____

_____

39. In the space provided below, please indicate what you believe would be important considerations in evaluating rehabilitation programs in B.C. (areas of concern, issues to be addressed, suggested formats for evaluation, etc

_____

_____

_____

_____

_____

40. Has the school district attempted solutions to the problems within its schools that leave students with behavior and social disorders within the regular sceondary school program (i.e. not placed in the Rehabilitation Program)?

_____Yes _____No

41. Do you think that the Rehabilitation Program helps students with behavior and social disorders?

_____Yes _____No

Why?_____

_____

42. What are the staff requirements for a rehabilitation program?_____

_____

_____

43. Does the staff currently employed meet these requirements?

_____Yes _____No

What is the staff's most pressing need, as far as requirements are concerned

_____

_____

44. What are the goals of the Rehabilitation Program? _____

_____

_____

45 What are the advantages of a Rehabilitation Program which is located off-site from the regular secondary school?

_____

_____

_____

46. What are the disadvantages of a Rehabilitation Program which is located on the grounds of the regular secondary school?

_____

_____

_____

47. What procedures exist to promote the re-integration of Rehabilitation Program students into the regular secondary school program?

_____

_____

_____

48. What conceptual model underlies the school district's Rehabilitation Program?

49. What is the mandate of the school district's Rehabilitation Program?

50. Is the Rehabilitation Program the best alternative to deal with disruptive and maladjusted youth in the school district?

51. What other alternatives are available?

52. Has the Rehabilitation Program's conceptual model had an influence on the teaching practices at regular secondary schools in the school district?

ADMINISTRATIVE QUESTIONNAIRE

FOR THE SUPERINTENDENT AND COORDINATOR OF SPECIAL EDUCATION

1. What is the total cost of the school district's Rehabilitation Program?

2. What does the program cost the school district over and above the Ministry of Education's approval?

3. Is the Rehabilitation Program cost effective? Why?

4. Are alternatives to the Rehabilitation Program available which would be as effective and less costly?

5. What would the likely outcome be if the Rehabilitation Program were discontinued?

6. Is the existence of the Rehabilitation Program desirable from a school district point of view?

7. Conclusions

Rehabilitation Programs in British Columbia will soon celebrate their first decade of existence. Acting as a safety valve for regular secondary schools, these programs are designed to provide educational, social and vocational intervention to rehabilitate disruptive, disturbed, maladjusted students who have dropped out or are on the verge of dropping out of school. Being the only educational alternative for maladjusted adolescents within the school system of this province, the need for close examination of effectiveness and efficiency is highly desirable. The guidelines and policies of the Ministry of Education's Special Programs Division clearly indicate the expectations of an accountable and effective program and it is up to the administrations of school districts to ensure that the program will indeed make an impact on the student, rehabilitate him/her academically and socially so that he/she can re-enter the regular secondary program or help him/her acquire vocational skills which prepare him/her for employment. To ensure that the role of the Rehabilitation Program, not unlike other alternatives to secondary schools goes beyond the role of "protecting" the regular school and keeping it intact (Raywid, 1982), one of the Ministry of Education's requirements is evaluation. This was also confirmed in the joint statement by the Ministries of the Attorney General, Health, and Human Resources in 1981.

The conclusions from a survey of these programs, a recent detailed evaluation of one, and communication with teachers, staff of Rehabilitation Programs, and Coordinators of Special Education identify a number of weaknesses which not only raise questions about their effectiveness but seem to indicate that evaluation of some programs in their current state is not feasible.

"Without the design and implementation of a systematic and efficient information system, a monitoring and process evaluation of the program is not possible." (Rowe, 1981, p.40). It is impossible to determine whether some programs operate as originally designed and approved, whether they are optimally effective, whether they benefit or harm students who attend the program. The purpose of this study was to develop an evaluation instrument which will 1) render programs ready for evaluation by helping to establish an adequate information system, thus increasing the evaluability components of each program, 2) assist with the planning of new programs, and 3) provide guidelines for short-term and long-term evaluation.

The inventories and questionnaires serve the purpose of process evaluation, concerned with assessing the effectiveness and efficiency of the program by identifying the process of operation relative to the conceptual expectation of the program and determining behavioral and attitudinal changes in students, staff and community, the adequacy of the program to maximize student effects and minimize interferring problems. The results provide information for program development and improvement.

Systematic evaluation of Rehabilitation Programs is necessary to answer a basic question: Can the majority of adjustment problems of our adolescents be "solved" by these educational alternatives? It might be fallacious to pretend that inadequate Rehabilitation Programs with professionally inadequately prepared personnel will be able to alleviate the problems of youth with long-lasting problems. Yet, without evaluation the impact of Rehabilitation programs cannot be fully appreciated. The outcomes of evaluation should tell us whether Rehabilitation Programs, cast upon the educational scene to alleviate often overwhelming social problems, can deal successfully with maladjusted adolescents in their present form, or with modifications, or whether an alternate approach is needed to provide services to disturbed youths at the secondary level.

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